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Training for Development Impact

The following optional guidance and "best practices" recommendations are provided for implementing training programs in accordance with policies and essential procedures established in ADS Chapter 253.

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Foreword: USING THIS GUIDE

The guidance provided in this ADS 253 Supplementary Reference is intended to make the job easier for USAID sponsoring units of host-country national training, and for contractors or grantees affiliated with those units. Many of you will be relatively new to the process. Taking a little time to arrange these pages into a useful resource will pay dividends later as you navigate your way. The electronic version allows you to print, highlight and organize this guide into a binder using bookmarks to tab sections that are important to you.

Never hesitate to ask questions from more experienced training practitioners. Good luck!

I.   Planning and Implementing Training Activities

A. Management of the Participant Training Program

i. Principles of Effective Training for Impact.

The following principles mark out broad approaches and intended effects of USAID-sponsored training activities, and set the context for ADS 253 guidance:

-   The role of USAID-sponsored training is to assist individuals in reaching their highest potential contributing to sustained performance improvement in work settings targeted by USAID in meeting its development objectives.

-   The work site to which an individual ex-participant contributes is the ultimate beneficiary of human capacity transfers, and the locus for measuring significant impact.

-   Training is only one element to consider when addressing performance change in work settings. Effective organizational policy, management, employee motivation, and work tools are others.

-   Operating units which plan USAID-sponsored training may discover internal bureaucratic barriers blocking the effective application of new skills/capacities by returning participants. Such barriers which cannot be effectively addressed may cause the operating unit to revise its targeting of training investments to a more favorable work site.

ii) Responsibilities of the Training Management System.

The training management system encompasses all aspects of in-country, third-country, and US-based training. Specific activities for each of the three major stages of training are discussed in detail in Section III of this guidance.

a) Pre-training support activities include results package design, recruitment, selection, training implementation plans, and schedules, training agreements, selection of training sites, program planning, in-country English language training, English language testing, Medical Certification exams, data entry into the training

data management system (TraiNet), orientation, making travel arrangements, and satisfying all requirements for visa issuance.

b) Training Program activities: US-based training activities include making placements with training providers, providing orientation and health and accident coverage, monitoring and problem resolution, performance reporting, finances, counseling, arranging air travel, monitoring prompt returns home, evaluating training impact, and arranging follow-on.

Third country training activities provide programming and support services similar to the US-based programs. Placement may be arranged through the primary contractor, with monitoring and support during the training period arranged through other organizations. Coordination with USAID Missions in the country of training is necessary on matters of allowances, visa requirements, and other local logistical aspects. Where no Mission exists in the country of training, a contractor for the sending Mission or Bureau handles all arrangements.

In-country training does not require the level of support that applies to US and third country training. The primary support function for such training is, at the strategic level, to ensure that all in-country training is consistent with the broader SO team objectives, and to enable the Agency to respond promptly to outside queries concerning all its training programs. Missions should document the numbers of people trained in each strategic objective area per year, with related costs.

c) Post-training Program activities include re-entry support, follow-on programs, evaluation, and documentation. The purpose of post-training activities is to reinforce the use of new skills in the workplace, particularly with the returnee's supervisor or task manager, and to facilitate achievement of training objectives by the returnee with appropriate stakeholders in support roles.

Follow-on activity should be included in the design phase as an important aspect of verifying the application of learning gains within the work group, sustaining performance improvements, and establishing multiplier effects via peer training and guidance by returnees.

iii)   Planning for Effective Training   ("Best Practices")

G/HCD has integrated several field and bureau assessments of training experience to guide Missions on effecting results-based training. The

"Best Practices Series" adapts these recommendations to the context of re-engineering. The series is intended as a resource manual for strategic objective teams, activity managers, and contractors responsible for various phases of training.

The following excerpts will serve as a guide to what is in the Best Practices Series, available from G/HCD, which include step-by-step advice and illustrative examples of the process.

The Best Practices Series emphasizes nine critical phases of the strategic training process that contribute to measurable development results:

- Strategic Planning

- Focus on Improvements in Organizational Performance

- Collaborate with Stakeholders

- Identify Training Needs in Partner Institutions

- Select Participants with Potential to Support Change

- Focus on Performance Improvements

- Design Cost-effective and Targeted Training Programs

- Monitor Training for Results

- Provide Follow-on Support

a) Strategic Planning.

   Strategic training is high-impact training that directly furthers attainment of a sponsoring unit's Intermediate Results (IR). It is this focus on organizational performance change that most clearly differentiates Strategic Training from traditional USAID training, and that enables Results Package (RP) Teams to explain in concrete detail how training coordinates with other activities to achieve a defined development objective.

   Strategic training starts with intermediate indicators of improved performance that contribute to the Mission s Strategic Objectives. The intermediate indicators are usually defined as improvements in performance in selected institutions.

A traditional training approach starts with the participant or needed skills and then tracks participants to see if the training is applied in some way. The strategic planning process moves from the opposite direction. After starting with strategic objectives and analyzing back through organizational and job requirements to the participant, strategic training then completes the circle through application of training to achieve the predefined objectives.

b) Improvements in Organizational Performance.

This unit in the Best Practices Series reviews the strategy for developing organizational performance improvement plans and the procedures to develop strong stakeholder participation. One of the critical elements in this process is identifying the organizational stakeholders clients , defined as the person or group who, (a) has the organizational authority to decide on implementing the training activity; and (b) has the need to be involved and make decisions about the strategic implementation of the performance improvement activities. The client may not be the participant s direct supervisor but rather, a higher level official responsible for the unit s success with the authority to provide resources and personnel to make it happen.

Once the key client and other stakeholders are identified, performance baseline, goals, and measurement indicators are established to achieve a clear and shared vision of what the performance improvements will accomplish. A continuing collaborative process of planning, implementing, monitoring, evaluating, and revising activities within the framework of defined performance goals is the key to successful strategic use of training.

c) Stakeholder Collaboration.

A fundamental tenet of the USAID re-engineering process involves collaborative partnerships. Effective collaborative relationships in training are particularly important because the result will directly affect the performance of partner organizations, which depend on their performance to survive.

The end result of effective stakeholder collaboration in training is the Stakeholder Compact, which outlines the responsibilities and expectations of each of the relevant stakeholders. Effective stakeholder collaboration improves the communication between the planners and the training providers, which has always been one of the weak links in development training, and strengthens

everyone s commitment to and understanding of the resulting performance improvement.

d)   Identify Training Needs in Partner Institutions.

The focus on specified performance changes in partner institutions is a critical aspect of strategic training. An effective training needs analysis is based on an understanding of how the organization functions and what changes in individual and group performance are needed to achieve the desired change in organizational performance. It distinguishes those changes that can be achieved through training (e.g. the transfer of skills, knowledge and attitude) and those that can only be achieved through structural or policy changes.

It is important if possible to develop a critical mass for change in the target institutions. The necessary critical mass does not simply mean training as many people as possible, but rather the key people who are responsible for approving, facilitating, supporting, or implementing the desired performance change.   This focus and level of planning is needed for each participant and every organization.

e)   Select Participants with Potential to Support Change.

After a target organization's human performance level and targeted performance gaps are clear, participant selection to achieve organizational results is necessarily a highly participatory process. The selection process should directly involve the stakeholders, with considerable weight given to the responsible manager in the employing organization and with maximum understanding of the organization's structure, dynamics, and performance improvement goals.

f)   Focus on Performance Improvements.

Only by understanding the organizational context and specific job requirements can training be effective.   Results based training requires that program managers understand what the job performance should be to accomplish the organizational performance change.

g)   Design cost effective and targeted training programs.

Designing effective training programs requires two elements: first, the institutional analysis of functional performance gaps. Second,

turning the analysis into an effective RP training plan with a series of training activities, pre- and post-training elements, participatory preparation of specific training components, and the effective use of adult learning methodologies.

h)   Monitor for Results.

Re-engineering requires continuous feedback of performance and progress towards results in order to correct problems in a timely fashion. Effective monitoring starts with the strategic planning process and the definition of clearly defined results, performance improvements, and a baseline for job and organizational performance.

i)   Provide Follow-on Support.

The nature of follow-on activity is also different in a Strategic Training framework. Follow-on might better be considered to be a Phase 3" of the training program (after a Phase 1 of planning and preparation, and a Phase 2 of conducting the initial training event)-- an integrated rather than an add-on activity.

The follow-on support might be a sequential series of training events at different levels of the organization to facilitate the performance improvements, or it might be activities of in-country technical advisors. Traditional generic follow-on activities such as supporting alumni associations are appropriate only when they directly contribute to achieving the defined intermediate objective.

B. Strategy for Training

Developing clear and measurable objectives is the single most important step in planning training activities for development impact. Clearly articulated objectives will affect all decisions throughout the training cycle -- selection, location of training, the training implementation plan, implementation, evaluation, and follow-on. At the most basic level, objectives clearly identify the level of impact desired in the most specific terms possible. The nature of impact may include:

-     Organizational development (specific improvements in performance)

-     Relieving specific manpower constraints for critical skills

-     Leadership development (at the national, sector, organizational, or community level)

- Institutional development

These levels of impact differ considerably in the time period required to show impact and the degree to which specific outcomes can be defined. Each will also require a different approach to recruitment and selection, program planning, and evaluation.

i.   Feasibility Analysis and Training Needs Assessments.

The key feasibility issues for each results package are dependent on the objectives of the results package. While all training activities may require a training needs assessment, the focus of the assessment may differ for different types of results packages.

Training Needs Assessments, where feasible, may be undertaken collaboratively with the host country during the design and implementation of the results package. Training needs assessments can be conducted at the level of the developmental sector, Mission strategic objective, or at the level of specific organizations involved in a results package. Ad hoc or regularly scheduled assessments of training needs may be conducted throughout the life of the results package, and should represent the actual needs of the target group as measured against realistic and priority human resource requirements of the host country.

The first question for a needs assessment is whether training is an appropriate and adequate intervention to achieve the objectives. In many cases, human resource capacity is only part of the set of constraints to achieving the Mission objectives, and other constraints (policies, infrastructure, resources available, performance incentives) must be resolved prior to training. A common situation is that an organization may have no employees with a needed critical skill within the target work unit, and yet people with that skill can be found working elsewhere in the same organization or in other sectors of the economy. Training more people with this type of critical skill (computer system management, for example) usually is only a short term solution for the organization because the employee will soon take a better paying job elsewhere.

Next, defining training needs and feasibility should address the specifics of the situation -- what type of skills (training) are needed, how many people require this training to achieve the objectives, and the type of training (academic, technical) needed. At this level of specifics, the key issues are:

- Does an adequate pool of qualified and available candidates exist to achieve the goals?

- Is the required kind of training available in-country?

- Is the required kind of training available in the US or third countries?

- Can the required number of participants be trained at the necessary level and at the available time within the budget constraints of the results package?

Candidate availability should be explored in the training needs assessment. Availability may be limited by insufficient numbers of people with prerequisite education (e.g., MS preparation for a Ph.D. program), or by constraints to leaving the job or family for extended periods (e.g., cultural or family barriers to women participants; no replacement at work). Candidate availability should be considered in the earliest stages of design so that, if necessary, the results package can be completed in phases.

ii) Identifying the most appropriate type of training.

Academic training is a program at an accredited institution of higher education leading to a degree. Degree programs are normally at the graduate level, but associate, bachelor, or Ph.D. degree programs are acceptable when required and justified.

Technical Training includes all training not classified as academic, and may take place in classrooms or be in the form of observation visits, on-the-job training (OJT), special seminars or programs, or any combination thereof.

Observational Training: Visits are scheduled visits to one or more facilities to learn a process, method, or concept through observation and discussion. Observation training should emphasize the acquisition of development ideas and values. Such tours may be appropriate for mid- and high-level officials and others with substantial professional experience who need to be updated or exposed to new ideas and technologies.

On-The-Job Training: Learning-by-doing a specific task in the workplace through personal side-by-side instruction, guidance, and performance feedback. This may take the form of a structured internship or a less structured working relationship which should still

be planned and designed before the fact. On-the-job training may be combined with other types of training to provide practical experience.

Short Seminars or Workshops: May be regularly offered short courses or tailored courses for individuals or small groups created to meet special, clearly defined needs.   Special programs may be offered by academic institutions, private industry, vocational trainers, government agencies, or other organizations. If tailored courses for individuals or small homogeneous groups are necessary, significant development time is required.

iii)   Determining the most appropriate and cost-effective location
         for training.

US training: Offers a number of advantages. Foremost among these is the large array of schools, colleges, institutions, and training institutions that offer a broad selection of technical subjects and are willing to accept USAID participants. US training provides exposure to and familiarity with US culture, political and economic institutions, values, business and management practices, American products, and professional networking with US training colleagues. This extracurricular aspect of the training program may be a major justification for selecting US training in order to achieve specific strategic or legislative objectives. US training is particularly advantageous in some technical areas, such as science and technology, and for advanced degree programs.

Third country training: Is appropriate if in-country training facilities are inadequate and US training is not appropriate. Many third country training institutions provide high quality instruction, often at a lower cost than US training institutions and with no English competency certification or training requirement.

In-country training: Is preferred when appropriate educational and training institutions exist in the host country or the strengthening of local institutions is a planned component of the encompassing activity. Often teams of trainers fluent in the local language can be brought from US institutions, ensuring state-of-the-art subject area coverage. Such training is especially appropriate for short-term programs in vocational or technical fields, full- or part-time; for undergraduate academic training; for persons who are unable to leave their job sites full-time; for persons who are not qualified in English or the language of a third country; and for large clusters of participants. In-country training is the only feasible option for

programs that require large numbers of participants in the same technical field.

Use of varied training locations -- or combining in-country, third country, and US training-- can be a cost-effective means of meeting a range of training needs and constraints. Third country training may provide observational or field experiences to supplement US or, in some instances, in-country programs, and may also be a substitute for more extended US study when there is an accredited educational or training institution in the third country.   The relationships and interdependencies of the types of training must be clearly elaborated in the Mission strategic plan.

iv)   Implementation planning and scheduling.

Lead times: Results package design and implementation should take into account the lead times needed to select and prepare participants for overseas training as well as the time required to arrange their individual training programs.

Lead times for customized US or third-country training may be six months or more. Many participants require in-country training to improve their English language proficiency skills or to help them to overcome other skills deficiencies before they can begin their training.

Persons responsible for the planning and managing of US or third country programs should have timely information on prospective participants and their training activities. The training should be designed collaboratively by Mission staff and outside interested stakeholders.

Lead times for public, "off the shelf" courses may average 30 days, unless waiting lists require earlier enrollment and security clearances are needed for US Government training sites.

v)   Cost analysis and cost containment

a)   Cost Tracking and TraiNET

Cost management procedures are implemented in whatever training mechanism is selected (i.e., US-based, third country, in-country, academic, technical). Cost data are entered into and retrievable from TraiNET, the Mission/contractor training data access point. Missions who buy into training services

from G/HCD's Global Training for Development contracts will find cost containment firmly structured into those vehicles.

b) Effective Cost

The effective cost of a program is the total cost of the activity measured against returnees' improvement gains in worksite productivity that contribute to achieving a given Intermediate Result (IR). **(See Supplementary Reference, Section II, para. A, measuring impact).** Thus, each participant who does not complete training, return home, or find a position increases the effective cost of the overall program. While an additional level of effort in planning and preparation will undoubtedly have a financial cost, the increase in program effectiveness can keep the effective cost low. Conversely, a program with low financial costs and poor planning may result in a significant percentage of failed participants, and thus relatively high effective cost.

Effective cost containment may require fewer absolute numbers trained, but more carefully selected and managed cadres of participants.

c) Cost-Sharing

Negotiated cost reduction is possible in many cases through volume of participants. Many programs have effectively negotiated tuition waivers, reductions, or in-state fee structures, housing subsidies, packaged program costs, cost-sharing, travel discounts, and similar savings. Prudent travel planning with advance bookings can save considerable sums by using the discounted airfares. Language training is a significant program cost that can be reduced by using in-country language training and/or the use of group training in the participant's language. Group placements, or carefully planning where field work or dissertation-writing takes place, as well as group travel and lodging arrangements, also reduce costs.

iv) Evaluation.

Evaluation is an integral part of the initial results package planning. Objectives need to be clearly defined and performance measures clearly identified. With this conceptual clarity at the design stage, program evaluation can be straightforward. Without adequate design work, post-program evaluation is extremely difficult.

Previously, evaluation of training programs has been at the level of the individual participant or at the activity level, usually emphasizing management issues. The intent of the revised USAID policies in all areas, including training, is that evaluation should focus on results at the results package or Intermediate Results level rather than at the individual or activity level.

II.   Tracking

A.   Evaluation, Measuring Impact.

The primary challenge of evaluating the development impact of training is not during the evaluation itself, but rather in the original design of the activity. Training for development is planned and implemented in the broader context of organizational or sector goals, and for optimum results the training of individuals should be closely coordinated with that of other participants in the same organization or sector. Without effective definition of objectives, impact evaluation is difficult if not impossible.

Evaluation objectives may include:

-       Mission program accountability for resources and impact;

-       Training process and management;

-       Actual versus planned accomplishments; and

-       Impact of training (program outcomes and strategic objectives).

i)   Evaluations for accountability require only basic information to maintain an activity record: for instance, number of participants, total cost, cost per training month, number of non-returnees, areas of study, and employment status of returnees. The purpose of this basic level of evaluation is to provide a clear record of public expenditures. All programs should maintain at least this level of record-keeping.

ii)   Training process evaluations require detailed information as well as feedback from the participants about the program. Process evaluations provide useful information to improve the management of the program during implementation. Issues are the adequacy of selection and orientation procedures, training plans and placement, monitoring, follow-on programs, and the efficacy of training management.

iii)   Under the USAID re-engineering program, an appropriate program accomplishment, or "outcome" is not the number of returnees or the number of

people placed in jobs. Rather, the critical accomplishment is the degree of utilization of the new skills for the specific purposes intended. This is much more difficult than counting the number of people trained.

iv)   Long-term impact evaluations follow participants after their return to measure the impact of the training on the society. Theoretically, possible levels of impact include:

- Learning outcomes (skills acquisition);

- Skill utilization;

- Impact on participant career

- Changes in participant productivity - achievements;

- Changes in organizational performance - office level;

- Changes in organizational performance - overall;

- Sector level impact; and

- National level impact (economy, policies, etc.).

However, experience shows that true impact or results cannot be persuasively attributed to training events much above the activity or results package level. Too many other variables intervene at higher levels of generality for training alone to claim credit successfully for specified results.

The most common approach to selecting levels of evaluation, though by no means the only one, is to review the book "Evaluating Training Programs: The Four Levels" by Donald Kirkpatrick.

Level I: Participant reaction. Was the instructional program seen as valuable, effective, appropriately designed and managed?

Level II: Learning accomplished. Did the participant meet the learning objectives of the instructional program?

Level III: Changes in participant behavior. As a result of training, did the participant's individual performance change as to quality, quantity or nature back at work?

Level IV: Changes in organizational/work unit performance. As a result of employee instruction, were there changes in the

work unit/ organization's level, quality or nature of output or performance?

Note: the further one moves upward from Level II, the more care and effort is required to attribute successfully changes in individual or work-unit performance to the effects of a particular course or workshop. On the other hand, measuring anything less than Level III does not address impact or results from the training investment.

For further guidance, see "Training as a Development Tool" developed by USAID, PPC/CDIE/DI/RRS, Doc. # PN-ADA-630, 1997.

B.   TRAINING INDICATORS

Appropriate and carefully articulated indicators provide the mechanism to monitor progress, measure achievement, and analyze and report results.   If we view training as a tool that contributes to the achievement of a strategic goal, then training indicators must derive from the technical intermediate results (IRs) to which the training activity has been linked.   Free-floating indicators, for example completed learning objectives successfully, really identify training outputs rather than the desired impact of instruction a participant in advancing a given technical activity - managing environmental preserves in a certain way, or facilitating local groups in setting up credit unions, for instance.

Training indicators allow SO teams and contractors to establish the relationship between training and the results expected, and determine the value of training as a tool to achieve an objective. Select only those indicators that can be measured at regular intervals, given the time and resources available to make the necessary decisions. It is advisable to develop first a list of indicators and then choose among them those that best capture the results that need measuring.

Various stakeholders involved in training, including participants and supervisors, should join in the process and agree on the results to be measured. A collaborative, consensus-based process yields the best commitment to indicators that will be truly understood and used.

i)   Five standard criteria serve to assist operating units develop quality training indicators:

-       Is it DIRECT? Does it measure one result only, e.g. one precise job improvement?

-       Is it OBJECTIVE? Is it precise, clear, leaving no doubt among stakeholders as to what is being measured?

- Is it ADEQUATE? Does it measure results needed for decision makers, e.g. determine job or worksite performance improvements traceable to training?

- Is it PRACTICAL? Can the data be collected in a timely, cost-effective way and administered at a low cost?

- Is it RELIABLE? Does it collect data which can be easily verified, using valid means of collection?

ii) Ways to isolate the effect of training on performance improvement:

(See the article "Was it the Training?" in the publication "Training and Development", March 1996, American Society for Training and Development; 1640 King Street, Box 1443; Alexandria, Virginia 22313-2043; phone: (703) 683-8100.)

This summary technique relies on the accuracy of estimates for the quality of its results. It is a rough guide to weighing the impact of training on performance improvement without lengthy, costly comparisons with control groups.

Example: performance improvement shows 85% reduction in customer complaints.

a. Estimate the % of improvement derived from training: say, 80%.

b. Estimate the confidence level in this figure: say, 90%.

c. Estimate of the effect of training on performance improvement:

- 80% x 90% = 72%
- 72% x 85% = 61%   -   performance improvement of 85% may be 61% attributable to training.

iii) Assigning a monetary value to the improvement:

To calculate the monetary value of performance improvements, address one indicator at a time. If the training indicator aims at reducing by 50% over a six-month period the amount of overtime paid by the organization, first determine the baseline (amount of overtime paid prior to training).

STARTING TARGET: Reduce overtime bill of an employee by 50%

BASELINE: Overtime paid prior to training:

If an employee's hourly overtime salary is $5, with an average monthly overtime of 30 hours over 6 months, $5 x 30 x 6 = $900.

RESULTS: Overtime paid after training averages only 10 hours a month. $5   x 10 x 6 = $300

SIX-MONTH SAVINGS: (900 MINUS 300) = $600

COMPARISON of targeted savings against results:

Six-month savings: $600

Targeted savings: $450 (50% of $900, the overtime bill prior to training)

% of savings realized: 66.7%   ($600 / $900)
Exceeded target of 50% savings by: $16.7%

C)   FOLLOW-ON

No training activity, nor the money and effort behind it, makes any difference to sustainable development unless and until the participant begins functioning back in the home country work setting. Unfortunately, this is usually the time when Mission participation and interaction with participants ends. A participant's productive integration back into the work force does not always happen automatically.

This lack of follow-up has been repeatedly criticized in program evaluations for many years. USAID policy now requires that the training programs address the critical needs for post-program support and periodic monitoring, as well as for pre-training and training activities.

Follow-on activities should address returnees' needs for effective application of learning gains to the workplace first, in the interest of integrating performance changes into the organization's means of operation. Follow-on activities for personal career advancement of the individual returnee is a secondary target and objective only, carried out within the sponsoring unit's structure of impact and development results measures.

In-country training usually requires little re-entry adjustment because the training is short-term and on-site. Such programs should seek at least to inform

supervisors and co-workers of the impending return and to involve the employer in planning how to use the trained employee.

Possible follow-on activities for participant returnees include:

- Returnee as an in-house trainer or resource person.

- Stakeholders under the original stakeholder compact, particularly the participant's work manager, should be encouraged to set up in-house discussions or demonstrations by returnees to explain and share their new abilities, knowledge or approaches which result from training.

i) Conferences, Workshops, and Seminars:

It is very important to include training returnees' peers or supervisors from work to the extent possible in such activities. US or host country personnel or other recognized practitioners in specific technical fields may take the lead in such activities.

The Mission may also request the services of experts from other Missions, USAID/W, other US Government agencies, or private organizations. Alternatively, the host government or an alumni association of returned participants may take the lead in organizing such activities.

ii) Publication of Newsletters and Professional Journals

A newsletter, preferably technically oriented, is valuable in those countries where many participants are far from the capital city. It can help maintain systematic contact with participants who share a professional interest in sector and activity development.

iii) Creation and Support of Alumni Associations:

Alumni associations can be an important source of support for Mission programs and are to be considered when developing follow-up plans with the host country. The formation of a general USAID participant alumni association is encouraged if circumstances in the host country are politically favorable, participants show earnest personal interest, and sufficient numbers of returned participants are willing to assume the leadership and responsibilities necessary to assure the continuous and meaningful operation of an association.

The successful association is organized and maintained by its own membership. Missions should have only informal relationships with alumni associations once they are established.

iv) Use of Returned Participants to Orient New Participants:

Selected returned participants should be invited to assist in orienting new participants prior to their departure for training abroad. The returned participants' experiences overseas, when objectively reported, can be invaluable in briefing new participants to the requirements of travel and life abroad.

III. Third-country Training

In cases where the receiving country does not have an USAID Mission, the management of the third-country training program should be accepted by one of the following entities:

- The US embassy in the country of training;

- The embassy of the host government in the country of training;

- A designated programming agent is hired to serve as a representative to develop, administer, monitor**,** and evaluate the training; or

- The training institution is willing and able to handle the training and managerial responsibilities.

The sending Mission in such cases should ensure that all functions normally provided by the training Mission will be provided for in the country of training. The sending Mission is responsible for submitting the Participant Data Form (PDF) to G/HCD in a timely manner.

A. Implementing Third-Country Training:

i) Lead time

Requesting Missions should forward documentation to the training Mission (country of training) with a minimum lead time of 90-120 days for academic training and 40-60 days for technical training.

ii) Documentation

Participants training in third countries may be documented on the Participant Data Forms (PDF). The training request form and PDF are completed in the same way as for training in the US Missions should contact their controller's office for guidance on transferring funds between Mission accounts or making obligations in payment of third-country training enrollments.

iii)   Language Proficiency

When doubt exists as to the participant's proficiency in the language of third-country instruction, the requesting Mission may ask an embassy or legation official of the country of training to make an assessment.

iv)   Medical Examination

Participants trained in third countries should meet the medical examination requirements of their own government and those of the country(s) of training, if any, or the requirements of any local health insurer. It is recommended that the standard medical clearance form be used in documenting the medical examination. Any pre-existing conditions found should be cabled to the training Mission(s), not G/HCD.

v)   Health and Accident Insurance (HAC)

The HAC insurance program does not cover participants in third-country training. The responsible organization in the training country, usually a USAID Mission, should negotiate with a local insurance firm to provide health and accident protection for participants when the workload is large enough to justify such an arrangement.

vi)   Allowances

G/HCD does not set maintenance allowance rates for third country training. These rates are established by the USAID Mission Director in the country, in cooperation with host government officials. When there is no USAID Mission, the American embassy and/or the training institution should set the rates. All third-country training (TCT) maintenance rates are payable in the currency of the country of training.

Third country rates for participants cannot exceed the standard US Government per diem for each locality in the host country. Rates for participants studying in educational and training institutions are not to exceed the norm for students who study at such institutions. Because of frequent currency fluctuation, the sending Mission should verify the accuracy of the published third country rates with the training Mission prior to the participant's departure. Training materials for technical program participants are funded based on the normal requirements of the technical course, if such materials are not included in the cost of the training program.

IV.   In-country Training

All in-country training should be conducted in the framework of a given results package.

In-country training participants are not covered by HAC insurance and are not eligible for standard educational allowances or costs. Missions may determine the appropriate level of allowances necessary to achieve the strategic objectives.

Point of Contact: Any questions concerning this Notice may be directed to G/HCD, attn. John Jessup or Linda Walker, via E-mail:
jjessup@usaid.gov or lwalker@usaid.gov

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